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ABSTRACT

A study collected information about research on adult education conducted in Canada from 1983-1988 and identified themes that emerged from the research studies, projects, and activities. Sources of information searched were electronic databases, bibliographic compilations of reports and articles in adult education and related fields, journals, and proceedings from adult education research conferences. The searches yielded 529 entries that were coded by area of adult education to which they referred, the type of learner involved, and topic of interest. The document includes approximately 92 pages of references on studies produced at universities and approximately 28 pages of nonuniversity research. The entries are arranged by the following themes: continuing education/general adult education, postsecondary/higher education, continuing professional/vocational education, vocational education, adult basic education/literacy education, language education, health education, distance education, postsecondary students, adult learners, special needs students, native Canadians, visible minorities/immigrants, women, older adults (university section only), teachers of adults, student attrition/accessibility/participation, program development/evaluation, adult learning, adult development, theoretical bases of adult education, policy, teaching strategies, history of adult education in Canada, and the use of media and technology in adult education. (CML)

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THEMATIC DESCRIPTION OF

RESEARCH IN ADULT EDUCATION:

UNIVERSITY AND

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FOREWARD/AVANT-PROPOS

As the student population ages and the reality of lifelong education becomes increasingly evident, educators in postsecondary institutions such as ours are finding themselves to be more and more in the business of what is known as adult education.

As we assume our role of adult educator, we are often confronted with the need to broaden our understanding of the theory and practice of adult education. To facilitate the pursuit of this knowledge Planning Services undertook to prepare an up-to-date listing of the literature in the field from the years 1983 to 1988

The study resulted in the creation of the following documents:

Volume 1: Thematic description of Research in Adult Education: University and Non-University Research

Volume 2: Bibliography of Adult Education Research from University and Non-University Sources

Volume 3: Annotated Bibliography of Research in Adult Education from 1983 to 1988

Alors que la population etudiante vieillit et que l'éducation permanente devient réalité, les éducateurs d'établissements postsecondaires comme les nôtres se voient de plus en plus engagés dans ce que l'on appelle l'éducation des adultes.

À titre d'éducateur d'adultes, nous ressentons souvent le besoin d'élargir nos connaissances de la théorie ainsi que de la pratique de l'éducation des adultes. En vue de répondre à ce besoin, les Services de planification ont entrepris une étude de la recherche faite dans ce domaine de 1983 à 1988.

À la suite de cette étude, les documents suivants ont été crées:

Volume 1: Thematic description of Research in Adult Education: University and Non-University Research

Volume 2: Bibliography of Adult Education Research from University and Non-University Sources

Volume 3: Annotated Bibliography of Research in Adult Education from 1983 to 1988

All of the above are available both in print form and on computer diskette.

Planning Services wishes to acknowledge the principal investigator, Dr. Dorothy MacKeracher, Director of Graduate Studies and Research at the Faculty of Education of University of New Brunswick for the preparation of these documents.

We also wish to recognize Barbara Gordon, a Graduate Student of the Masters in Adult Education Program at UNB for her assistance in the preparation of Volumes 2, and 3.

It is our hope that adult educators within our system will find in these documents a valuable reference tool.

Tous ces documents sont offerts sur imprimés et sur disquette.

Les Services de planification tiennent à remercier la principale chercheuse, Dr. Dorothy MacKeracher, directrice des études supérieures et de la recherche à la Faculté de l'éducation de l'Université du Nouveau-Brunswick, pour la préparation des documents.

Nous remercions également Barbara Gordon, finissante du programme de maîtrise en éducation des adultes à l'Université du Nouveau-Brunswick, pour son aide à la préparation des volumes 2, et 3.

Nous espérons que ces documents constitueront, pour nos éducateurs d'adultes, un outil de référence des plus précieux.

Janet Higgins
Planning Services/Services de planification

1.0 INTRODUCTION

This study collected information about research being conducted in the field of adult education in Canada, whether by Canadian researchers or about Canadian aspects of adult education. This paper reports on themes which emerged from research studies, projects and activities completed within a university setting.

2.0 METHOD

Adult education was defined, in this paper, as including research conducted about learners who could be defined as adults, about their learning activities, and about related activities and programs whose primary function was to support adult learners and adult learning activities.

Adults were defined, in this paper, as all persons over 24 years of age, or as persons over 18 years of age who have been out of full-time education for at least one year. For the most part, full-time post-secondary students between 18 and 24 years were excluded. Some studies did not provide enough information to make such a determination and were included in this review. Also some categories of post-secondary students, such as students with special needs and native adults, appeared to be interesting enough to include in this report.

Adult education studies were defined as including studies about: post-secondary or higher education, particularly when "mature" adult students were clearly involved; continuing education; continuing professional or vocational education; adult basic education or literacy; health education; distance education; second language education; and vocational education.

Adults included "mature" post-secondary students, adult learners in general, women, native adults, members of visible minorities, immigrants, older adults, and adult students with special needs.

The research team reviewed all sources of information on adult education research available to it. These sources included:

I) electronic databases such as ERIC, ONTERIS and MICROLOG;

II) recent bibliographic compilations of reports and articles in adult

education and related fields;

III) journals in the field of adult education, including the Canadian Journal for the Study of Adult Education, the Journal of Distance Education, the Canadian Journal of University Continuing Education, Convergence, Learning (CAAE), Adult Education Quarterly, Adult Education Studies; and

IV) proceedings from adult education research conferences held from 1983 to 1988, including in particular those published by the Canadian Association for the Study of Adult Education (CASAE) and the Adult Education Research Conference (AERC).

These searches yielded 529 entries for the reference list and an alphabetical listing of all university-based research references was prepared. An attempt was made to obtain an abstract or annotated comment on each entry and a second listing of research references that included the annotated comments was prepared. These listings are provided under separate cover.

The university-based research references were then coded in terms of:

1) the area or context of adult education to which they referred,

2) the type of learner involved,

3) selected topics of interest.

If an entry could be coded by more than one area of adult education, type of learner or selected topic, then it was coded on the basis of the most prominent area, learner or topic involved.

The areas or contexts of adult education included (the order does not indicate relative importance):

a) Continuing Education/General Adult Education -- included items:
related to non-credit courses in formal educational institutions;
courses provided by private educational agencies, voluntary agencies and non-educational institutions;
self-directed learning activities engaged in outside formal educational institutions, and the like.

b) Post-secondary/Higher Education -- included items:
related to credit courses offered by universities, institutes of technology and community colleges, and leading to degrees,

diplomas or certificates.

c) Continuing Professional Education -- included items:
related to learning activities, such as courses, workshops, seminars, conferences, self-directed learning projects and the like, which support the ongoing development and improvement of work-related knowledge and skills.

d) Vocational Education -- included items:
related to vocational preparation in the trades, technology, business and administration areas.

e) Adult Basic Education/Literacy -- included items:
related to the development of reading and writing skills, life skills and academic upgrading.

f) Language Education -- included items:
related to immigrants learning English or French or to persons learning a second official language.

g) Health Education -- included items:
related to patient education and to other health-related issues.

h) Distance Education -- included items:
related to planning, administering and implementing programs in which learners and instructors do not interact on a face-to-face basis;
included correspondence education, audioteleconferencing, radio and television educational broadcasts, and computer networking.

The type of learners included:

a) Post-secondary students -- learners identified as being registered in a university, institute of technology or community college.

b) Adult learners -- code used when the research clearly involved adult learners but they were not identifiable under any other category.

c) Special needs students -- learners identified as having a physical, sensory or learning disability.

d) Native adults -- learners identified as being of Indian, Metis or Inuit origin.

e) Visible minorities and immigrants -- learners identified as being

members of visible minorities or as being immigrants to Canada.

f) Women -- code used when it was clear that the study involved only or mostly women learners.

g) Older adults -- learners identified as being over 55 years.

h) Teachers of adults -- research about teachers rather than learners.

The Selected Topics of research included:

a) Student attrition/participation and program accessibility.

b) Program development and evaluation.

c) Adult learning.

d) Adult development.

e) The theoretical bases of adult education.

f) Administration policies and practices.

g) Teaching strategies.

h) The history of adult education in Canada.

i) The use of media and technology in adult education.

3.0 FINDINGS

Previous studies of adult education research in Canada (e.g., Dobson, 1984) have shown a preponderance of studies on the topic of adult learning and about adult learners. Survey methods were the most dominant research methodology used in adult education studies in the past twenty years. This study shows that adult learning and adult learners are still the central themes in one-quarter of the studies examined and provided subordinate themes in many other studies. Survey methods, however, have been supplanted as the dominant research methodology. While large scale surveys are still important,an increasing proportion of the studies reported in the literature involve qualitative, interpretive, action-oriented and participatory research

based on in-depth interviewing, participant observations, document analysis and case study techniques.

The findings are reported first in terms of the percentage distribution of the studies examined and later in terms of the dominant themes and trends within areas of adult education, types of learners and topics of research.

3.1 SUMMARY OF THE STUDIES

Among the 529 studies reviewed, the most frequently researched contexts or areas of adult education were post-secondary education (14.0%), followed by continuing professional education (10.2%), distance education (9.8%) and continuing education (8.5%). Health education was examined in 5.1 percent of studies, adult basic education or literacy in 3.6 percent, vocational education in 3.6 percent, and language education in 2.8 percent.

Over 230 studies (43.9%) could not be coded in any of the above categories. Many of these represented studies which focused on the theoretical basis and history of adult education, categories which were included under selected topics of research. The remainder dealt with very specialized areas of study, such as prison education, library education, and the like.

Over one-quarter of the studies (25.3%) examined the adult learner in general. Women were the focus of 9.8 percent of the studies. Post-secondary students were researched in 4.0 percent of the studies, visible minorities and immigrants in 1.7 percent older adults and students with special needs in 1.3 percent, and native adults in 0.8 percent. Teachers of adults were the focus in 9.3 percent of the studies.

Over 240 studies (46.5%) could not be coded in any of the above categories. The majority of these dealt with the theoretical bases and history of adult education, administrative policies and practices, and program development which were reported as selected topics of research.

Over one-quarter of the studies (27.6%) examined the issue of adult learning. Programs development and program evaluation were the topics in 14.0 percent of the studies; the theoretical bases of adult education in 11.7 percent; administrative policies and practices in 10.2 percent; the history of adult education in 7.8 percent; the use of technology and media in adult education in 6.6 percent; teaching strategies in 4.3 percent; adult development in 4.2 percent; and student attrition/participation and program accessibility in 3.4 percent.

Fewer than 60 studies (10.2 percent) were not coded in these categories. Most of these represented very specialized and unique categories of research such as prisoner recidivism.

3.2 AREAS OF ADULT EDUCATION

Studies in the area of continuing education (Appendix A) focused on such diverse topics as participation theory, the needs of adult learners, and the role and administration of extension and continuing education within the university. Large scale studies were carried out in Manitoba and Ontario to examine public attitudes toward education in general and adult education in particular. Both studies found a positive attitude toward adult education among those who already had moderate level of education, and general public support for adult education programs related to literacy and adult basic education, vocational training and retraining, and second language learning.

Studies in the area of post-secondary and higher education (Appendix B) tended to focus on the needs and characteristics of students, on services for students and on the quality of teaching in the university. Eight studies dealt with community colleges; 51 with universities; and eight with both. A number of studies examined the historical background of specific universities and the development of selected types of university programs. Studies which dealt with professional preparation were classified among the post-secondary education studies rather than vocational education.

Studies in continuing professional/vocational education (Appendix C) tended to focus on the ongoing development of adult educators and members of the health professions. Those studies which dealt with vocational education (Appendix D) focussed on management training and selected skills trainign programs, particular those offered under the ages of Canadian Jobs Strategy.

Studies in adult basic education (Appendix E) examined the nature of basic adult skills, the preparation of adults for the Canadian version of the GED, and the meaning of literacy to various groups of adults. Language education programs (Appendix F) focused equally on English or French language programs for speakers of other languages and for Canadians learning a second official language.

Studies in health education (Appendix G) included a wide range of graduate theses, dissertations and reports. Many examined the learning activities of parents with such conditions as hearing loss, coronary failure, cancer and pregnancy. Others examined the benefits of self-help groups and the problems of caring for the chronically ill and the dying at home.

Studies in distance education (Appendix H) represented a relatively new field of research in the five years covered in this report. Many studies critically examined the benefits liabilities of various forms of distance education in comparison to traditional classroom and on-campus education in order to prove their effectiveness and efficiency. Such studies tended to focus on courses for credit at both undergraduate and graduate levels rather than on non-credit or continuing education courses. Other studies described program delivery methods including audio-teleconferencing (point-to-point and multipoint), electronic networking and educational broadcasting; examined how leartners with selected characteristics fare in distance education courses; and discussed the need for student support services such as print resources, libraries, tutoring and advising. The majority of studies examined the development of distance education in professional training in the health professions, particularly nursing. This reflects the pioneering work done by the health professions in the use of teleconferencing in Canada and the trend toward providing nursing education through university settings.

3.3 TYPES OF LEARNERS

Research studies that focused on selected types of learners, including post-secondary students (Appendix I) and adult learners in general (Appendix J) included and examination of the characteristics of the learners in terms of their learning styles and strategies, their need for various support services,their capabilities in the areas of cognition and psychomotor skills, their attitudes toward learning, and their self-esteem.

Seven studies were identified which focused on students with special needs (Appendix K). These included two on those with learning disabilities, two on sensory disabilities (hearing loss), and three on developmental disabilities.

Four studies were identified which examined issues related to native adults (Appendix L). These included two which dealt with the control of education and broadcasting by native Canadians on their own behalf.

Nine studies were identified which dealt with adult members of visible minorities and immigrant groups (Appendix M). Seven of these studies focused on language learning; two examined issues related to discrimination.

Fifty-two studies dealt with women (Appendix N); this number did not include the studies on nursing students who were included among post-secondary students. The studies on women tended to focus on basic research into women's experiences in living and learning, and on the construction of knowledge based on women's interpretations of various phenomena. A number of studies dealt with global issues in relation to women, such as

"women and computers", "women and worker co-operatives", "women and aging", and "women and higher education". A small number of studies examined issues related to equality of access to education and affirmative action programs.

Seven studies were identified which examined issues related to older adults (Appendix O). These studies included two on attitudes and behaviour expressed by others toward older adults; four on the attitudes and activities of older adults themselves; and one on the demographic characteristics of Canada's older population.

Forty-nine studies were identified which examined issues related to teachers of adults (Appendix P). These studies included an examination of the role of adult educators, their professional preparation, and their characteristics and teaching styles.

3.4 TOPICS OF RESEARCH

Eleven studies (Appendix Q) focused on factors influencing the participation and non-participation patterns of various groups of adult learners. Five dealt with the extent to which adults have access to, and are admitted to, educational programs. Only two studies, one in a distance education program and the other among high school equivalency students, examined attrition among adult students.

Over seventy studies (Appendix R) were devoted to an examination of various phases of program development and evaluation. The most prevalent types of programs described in these studies were in the areas of distance education, adult basic education and nursing education. Several studies focused on selected steps in the program planning process such as assessing needs, designing and implementing instructional activities. Five studies dealt with program evaluation.

Adult learning (Appendix S) was the focus of over 140 studies. Included in these studies were such topics as: reflective, experiential, transformative and transpersonal learning processes; visualization techniques; self-directed, intentional learning processes; the role of self-help groups; learning partnerships; learning styles and strategies; cognitive styles; role behaviour, attitude change and increased self-esteem as learning outcomes; the construction of knowledge; and the identification of prior (experiential) learning.

Adult development studies (Appendix T) were distinguished from adult

learning studies since they examine the cumulative effects of educational experiences and learning on various cognitive, emotional, motor and social components of mature behaviour. Included in these 22 studies were such topics as:

- the long-term effects of selected educational experiences;
- comparisons between students at different stages in the same educational program; longitudinal studies of selected childhood characteristics;
- the effects of aging on skill learning;
- the abuse of older adults; and the phases of working life.

The theoretical bases of adult education (Appendix U) were addressed in 62 studies. Some of the issues included in these studies were:

I) The application, in adult education contexts, of theoretical constructs derived from related fields, such as neurolinguistic programming and dual scaling.

II) The critical assessment of existing theoretical constructs in adult education, such as Houle's typology of motives for participating in educational programs; of the work of selected writers and thinkers such as Dewy, John Stuart Mill, Gramesci, and Habermas; and of existing bodies of knowledge on the basis of work done in relation to the learning experiences of women and selected minority groups.

III) The development of instruments to measure selected behaviours in adult education such as participation patterns and adult basic skills.

IV) The appropriateness of using selected methodologies in adult education research such as hermeneutics, metaphor and consciousness-raising.

V) The development of new theoretical constructs for use in adult education, such as integrated models of learning style, knowledge structures and teaching-learning models.

In the past, adult education has drawn heavily on existing bodies of knowledge in related cognate fields, such as psychology and sociology, and in applied fields, such as pedagogy, counselling, organization theory. In recent years, adult educators have been working to develop a body of knowledge (The elusive BOK referred to by Sork, 1984) that is grounded in adult learning,

teaching and organizing experiences. The wide range of studies on the theoretical bases of adult education, reported in this study, reflects this ongoing concern.

Fifty-four studies were identified which focused on administrative policies and practices (Appendix V) which affect adult education. Many of these studies examined the effects of existing policies and practices, such as federal funding policies related to occupational training, and of proposed policies, such as granting credit for prior learning. Other studies, such as the large scale attitude surveys carried out in Ontario (Livingstone et al., 1984, 1986), gathered information to assist in the formulation of public policy. Other studies examined such topics as: the legal bases of adult education; administrators' attitudes; and the role of voluntary continuing education associations in policy making.

Twenty-three studies were identified which focuses on teaching strategies (Appendix W) in adult education. Many of the studies reported under the adult learning category also examined, whether explicitly or implicitly, teaching strategies appropriate for use with adult learners. Topics covered in these studies included; tutoring with distant learners; mentoring as an enabling strategy; using videofeeback to improve supervising techniques; teaching methods; student assessment of teaching practices; and the relationship between effective instructional strategies and adult learning principles.

Forty-one studies were identified which focused on the history of adult education (Appendix X) in Canada. These studies covered a wide range of topics and are reflective of special encouragement provided since 1982 by the Canadian Association for the Study for Adult Education (CASAE) and the federal Office of the Secretary of State through its Canadian Studies program.

Thirty-five studies were identified which focused on the use of media and technology in adult education (Appendix Y). Eighteen of these studies dealt with issues related to distance education, seven of which dealt with the use of computers in electronic networking. Four of the 35 studies were concerned with computer assisted instruction, five examined issues related to the use of electronic media, and two dealt with print media. One study evaluated selected hardware and one assessed computer software.

4.0 CONCLUSION

During the period from 1983 to 1988, university-based researchers in the field of adult education focused most extensively on adult learners in general and on processes and strategies related implicitly and explicitly to adult learning.

APPENDIX A

CONTINUING EDUCATION/GENERAL ADULT EDUCATION
University Research

Alexander, Anne (1986) The meaning of liberation in adult education as revealed by Moses Coady and the Antigonish Movement. Canadian Association for the Study of Adult Education Proceedings, University of Manitoba, Winnipeg, MB.

Boshier, Roger & Collins, John B. (1985) The Houle typology after twenty-two years: A large-scale empirical test. Adult Education Quarterly, v35, n3, p113-130.

Boshier, Roger & Nickerson, Veronica (1983) Purposes of adult education: An instrument and model. Adult Education Research Conference Proceedings, Montreal, QU.

Boshier, Roger (1984) Beyond ambulance driving: A conceptual and empirical perspective on adult education program planning theory. Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

Boshier, Roger (1987) Horizontal integration in the context of lifelong education: A conceptual analysis. Adult Education Research Conference Proceedings, University of Wyoming, Laramie, WY.

Burnham, Byron R. (1984) Program planning as technology in three adult education units. Doctoral dissertation, University of British Columbia.

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Carley, Robert & Waldron, Mark W. (1984) Quality assurance and continuing education. Canadian Journal of University Continuing Education, vX, nl, p53-67.

Cookson, Peter (1983) Determinants of adult education participation of low income adults. Adult Education Research Conference Proceedings, Universite de Montreal, Montreal, QU.

Crux, Sandra C. & O'Neill, G. Patrick (1988) Curricular interventions for learning disabled students in a university continuing education program. Canadian Journal of University Continuing Education, vXIV, n2, p50-67.

Devlin, L. E. (1986) Marginality in university extension: An empirical approach. Canadian Journal of University Continuing Education, vXII, nl, p3-16.

Devlin, L. E. (1984) University extension in British Columbia: 1955-1975. Canadian Journal of University Continuing Education, vX, nl, p17-39.

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Dunberry, Alain (1983) L'éducation permanente à l'université: Résultats d'une enquête auprès des diplômes. Canadian Association for the Study of Adult Education Proceedings, volume I, Ontario Institute for Studies in Education, Toronto, ON.

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Kemerer, Richard W. & Schroeder, Wayne L. (1983) Determining importance of community-wide adult education needs. Adult Education Quarterly, v33, n4, p201-214.

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Law, Michael (1988) Ensuring "guidance and control": The Carnegie Corporation and the "founding" of adult education. Canadian Association for the Study of Adult Education Proceedings, University of Calgary, Faculty of Continuing Education, Calgary, AB.

Lawton, Stephen B. & Donaldson, E. Lisbeth. (1987) The cost of adult continuing education in Ontario. Toronto, ON: Ontario Ministry of Education.

Little, David J. (1984) Aims and instructional variables as interactive predictors of adult education methods: A conceptual analysis. Adult Education Research Conference Proceedings, North Carolina State University, Raleigh, NC.

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Williams, Lowell L. & Hamilton, A. Bruce (1983) Mandatory continuing education: Would it increase competence? Canadian Journal of University Continuing Education, vIX, n2, p17-25.

APPENDIX B

POST-SECONDARY/HIGHER EDUCATION
University Research

Andreotti, Larry R. (1987) The effectiveness of clinical supervision versus videotape feedback versus a control to enhance the ability of community college instructors at involving students in classroom discussion. Doctoral dissertation, University of Oregon.

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APPENDIX E

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APPENDIX G

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APPENDIX H

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APPENDIX Q

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APPENDIX S

LEARNING
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APPENDIX T

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APPENDIX V

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APPENDIX W

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APPENDIX X

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APPENDIX Y

TECHNOLOGY/MEDIA
University Researach

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THEMATIC DESCRIPTION OF RESEARCH

IN ADULT EDUCATION:

NON-UNIVERSITY RESEARCH

1.0 INTRODUCTION

This study collected information about research being conducted in the field of adult education in Canada, whether by Canadian researchers or about aspects of adult education. This paper reports on themes which emerged from research studies, projects and activities completed within a non-university setting.

2.0 METHOD

A non-university setting was defined as any setting other than a university. Such settings included community colleges, institutes of technology, open learning institutes, government departments, professional associations and voluntary agencies.

Adult education was defined, in this paper, as including research conducted about learners who could be defined as adults, about their learning activities, and about related activities and programs whose primary function was to support adult learners and adult learning activities.

Adults were defined, in this paper, as all persons over 24 years of age or as persons over 18 years of age who have been out of full-time education for at least one year. For the most part, full-time post-secondary students between 18 and 24 years were excluded. Some studies did not provide enough information to make such a determination and were included in this review. Also some categories of post-secondary students, such as students with special needs and native adults, appeared to be interesting enough to include in this report.

Adult education studies were defined as including studies about:

- post-secondary or higher education, particularly when "mature" adult students were clearly involved;
- continuing education continuing professional or vocational education;
- adult basic education or literacy;
- health education;

- distance education;
- second language education;
- distance education;
- second language education;
- vocational education Adults included "mature"post-secondary students, adult learners in general, women, native adults, members of visible minorities, immigrants, older adults, and adult students with special needs.

The research team reviewed all sources of information on adult education research available to it. These sources included:

1) electronic databases such as ERIC, ONTERIS and MICROLOG;

2) recent bibliographic compilations of reports and articles in adult education and relates fields;

3) journals in the field of adult education, including the Canadian Journal for the Study for Adult Education, the Journal of Distance Education, the Canadian Journal of University Continuing Education, Convergence, Learning (CAAE), Adult Education Quarterly, Adult Education Studies; and

4) proceedings from adult education research conferences held from 1983 to 1988, including in particular those published by the Canadian Association for the Study of Adult Education (CASAE) and the Adult Education Research Conference (AERC).

Much of the research conducted by non-university sources appears to be unpublished. During the period from 1983 to 1985, the Association of Universities and Colleges of Canada systematically collected and published reports of the research studies being conducted in all institutions or higher education in Canada. Information on many of the studies reported in this study were obtained from that source. However, this source was not available for 1986 to 1988.

These searchers yielded 93 entries for the reference list. An alphabetical listing of all non-university-based research references was prepared. An attempt was made to obtain an abstract or annotated comment on each entry and a second listing or research references that included the annotated comments was prepared. These listings are provided under separate cover.

The non-university-based research references were then coded in terms of:

(1) the area or context of adult education to which they referred,

(2) the type of learner involved, and

(3) selected topics of interest.

If any entry could be coded by more than one area of adult education, type of learner or selected topic, then it was coded on the basis of the most prominent area, learner or topic involved.

The areas or contexts of adult education included (the order does not indicate relative importance):

a) Continuing Education/General Adult Education -- included items related to non-credit courses in formal educational agencies, voluntary agencies and non-educational institutions; self-directed learning activities engaged in outside formal educational institutions, and the like.

b) Post-secondary/Higher Education -- included items related to credit courses offered by universities, institutes of technology and community colleges, and leading to degrees diplomas or certificates.

c) Continuing Professional Education -- included items related to learning activities, such as courses, workshops, seminars, conferences, self-directed learning projects and the like, which support the ongoing development and improvement or work-related knowledge and skills.

d) Vocational Education -- included items related to vocational preparation in the trades, technology, business and administration areas.

e) Adult Basic Education/Literacy -- included items related to the development of reading and writing skills, life skills and academic upgrading.

f) Language Education -- included items related to immigrants learning English or French or to persons learning a second official language.

g) Health Education -- included items related to planning, administering and implementing programs in which learners and

instructors do not interact on a face-to-face basis; included correspondence education, audioteleconferencing, radio and television educational broadcasts, and computer networking.

The types of learners included;

a) Post-secondary students -- learners identified as being registered in a university, institute of technology or community college.

b) Adult learners -- code used when the research clearly involved adult learners but they were not identifiable under any other category.

c) Special needs students -- learners identified as having a physical, sensory or learning disability.

d) Native adults -- learners identified as being of Indian, Metis or Inuit origin.

e) Visible minorities or immigrants -- learners identified as being members of visible minorities or immigrants to Canada.

f) Women -- code used when it was clear that the study involved only or mostly women learners.

g) Teachers of adults -- research about teachers rather than learners.

The selected topics included;

a) Student attrition/participation and program accessibility.

b) Program development and evaluation.

c) Adult learning.

d) The theoretical basis of adult education.

e) The theoretical basis of adult education.

f) Administration policies and practices.

g) Teaching strategies.

h) The history of adult education in Canada.

i) The use of media and technology in adult education.

3.0 FINDINGS

The findings from this study indicate that researchers based in non -university settings are inclined to concentrate on post-secondary, distance and vocational education contexts; on both post-secondary students and adult learners in general; and on policy-related issues. Large-scale and follow-up surveys were the most dominant research methodology.

3.1 SUMMARY OF THE STUDIES

Among the 93 studies reviewed, the most frequently researched area of adult education was post-secondary education (25.8%), followed by distance education (17.2%) and vocational education (10.8). Continuing professional education was studied in 8.6 percent of the studies, adult basic education/literacy in 6.5 percent, health education in 5.4 percent, and language education in 2.1 percent. Twenty studies (21.3% could not be coded in any of the above categories.

About on-fifth of the studies (18.3%) examined the adult learner in general and post-secondary students were the focus on 11.8 percent. Women were studied in 8.6 percent of the studies, teachers of adults in 7.5 percent, native adults in 5.4 percent, students with special needs in 3.2 percent, and visible minorities and immigrants in 2.1 percent. Forty studies (43.0%) could not be coded in any of the above categories.

Nearly one-third of the studies (30.1%) examined administrative policies and practices. Program development and program evaluation were the topics in 15.1 percent of the studies; student attrition/participation and program accessibility in 12.9 percent; the educational uses of technology and media in 11.8 percent; adult learning in 8.6 percent; the history of adult education in 5.4 percent; adult development and teaching strategies in 4.3 percent; and the theoretical basis of adult education in 3.2 percent. Only four studies were not coded in any of these categories.

3.2 AREAS OF ADULT EDUCATION

These studies were found that focused on continuing education and general adult education (Appendix A). Two studies (Devereaux, 1985; Picot, 1985) were based on large scale surveys conducted by Statistics Canada in conjunction with the Canadian Association for Adult Education as part of the regular labour force survey in January 1983. The third study was done for the Canadian Congress on Learning Opportunities for Women (Avebury, 1986) and comprised a review of known sources of information about the education, training and employment of women.

Twenty-four studies were identified that focused on post-secondary or higher education (Appendix B). One dealt with accessibility to post-secondary education; three examined issues related to student attrition; one focused on the transition fro, transfer colleges to universities; and six described the mandate and goals of community colleges. Seven studies were done by researchers within community colleges on community college topics; seven were done by researchers within provincial or federal government departments on post-secondary education in general; and three were done by researchers within non-governmental organizations.

Eight studies were identified that dealt with continuing professional or continuing vocational education (Appendix C). One was a general Canada-wide study on educational leave. Topics addressed in other studies included post-graduate nursing certification, training for architects and school board employees, teacher training, and on-the-job learning experiences.

Ten studies focused on vocational education (Appendix D). These studies included such topics as" small business training courses for native adults, cooperative work assignments, manpower requirement models, follow-up surveys, women's job training programs, and alternative delivery methods for training programs.

Six studies were identified that focused on adult basic education (ABE) and literacy issues (Appendix E). Two of these studies were done for the Southan News group; one involves a large-scale assessment of literacy skills among Canadian adults and the other involved in-depth interviews of persons involved in literacy training. Other studies examined the Canadianization of the General Educational Development (GED) testing program, and learner characteristics that contribute to completion of ABE courses. Two studies were identified that dealt with learning a second language (Appendix F).

Five studies were identified that focused on various aspects of distance education (Appendix G). Two of these studies described resource materials,

one for women with low level literacy skills and one for health educators.

Sixteen studies were identified that focused on various aspects of distance education (Appendix H). Of these, nine were completed as part of a research project undertaken by the Ontario Education Communications Authority (TVOntario) as part of Canada's contribution to a world-wide study conducted by UNESCO on the use of technology in education. Each of these nine studies described the state of affairs which them existed in a different aspect of the Canadian educational system including researchers connected with British Columbia's Open Learning Institute. One study compiled examples of how various forms of technology are being used by distance educators across Canada in the mid-1980s.

3.3 TYPES OF LEARNERS

Eleven studies were identified that focused on post-secondary students (Appendix I). Four of these examined issues related to student attrition, drop-outs and failure to complete programs. Three were follow-up studies of graduates from community colleges and institutes of technology. Four of the eleven studies were completed by government offices; the remainder by researchers within community colleges.

Seventeen studies were identified that focused on adult learners in general (Appendix J). These studies examined such topics as participation and non-participation and non-participation and non-participation in adult learning programs, level of literacy skills, student expectations, and access to programs in post-secondary institutions.

Three studies were identified that focused on students with special needs (Appendix K). One study examined interactions between able-bodied and physically disabled students within a community college setting; a second described a learning assistance program for the handicapped; and the third provided a history of education for the deaf in Canada.

Five studies were identified that focused on the education of native adults (Appendix L). Two described teaching strategies for use with native adults (Appendix L). Two described teaching strategies for use with native adult learners; one examined learning styles among native learners; one described and evaluated an educational program; and the fifth discussed the appropriateness of using participatory research methods with native communities.

Two studies are identified that focused on the education of immigrants and

members of visible minorities (Appendix M). One described a staff training program to provide race relations training to members of a school board. The second examined community development by immigrant women in Ontario.

Eight studies were identified that focused on the education of women (Appendix N). Two dealt with historical aspects of women's education; three examined the granting of credit for prior learning; one presented a resource book for women with low level reading skills; one discussed women's job training programs; and one reviewed the progress women had made in the areas of education, training and employment between 1975 and 1985, the UN Decade of Women.

Seven studies were identified that focused on teachers of adults (Appendix O). Two dealt with the status and development of student counsellors; and two examined teaching and research activities within community colleges.

3.4 TOPICS OF RESEARCH

Of the twelve studies shown in Appendix P, four dealt with student attrition and two involved follow-up studies with students who had successfully completed programs. Three dealt with access issues including transfer from community colleges to universities and credits for prior learning. Two of the studies focused on participation patterns.

Fourteen studies were identified that described the development and evaluation of programs for adult learners (Appendix Q). These studies included programs for the handicapped, native adults, health educators, prisoners, aircraft maintenance students, poor readers, school administrators, human service workers and apprentice electricians.

Eight studies were identified that focused on adult learning (Appendix R). The subjects covered in these studies included: student expectations, life satisfaction, experiential learning, learning style, second language learning and basic literacy skills.

Four studies were identified that were relevant to adult development (Appendix S). One examined differences between native and non-native approaches to teaching speech communications; two examined the role of education in the development of adults, one with prisoners and one with college students.

Three studies were identified that focused on the theoretical bases of adult

education (Appendix T). All three examined the effectiveness of various research approaches in the field.

Twenty-eight studies were identified that focused on administrative policies and practices (Appendix U). Seven of these collected information that could be used in policy decisions. Four studies discussed issues related to granting credit for prior learning. Nine provided descriptions and/or assessment of existing policies. Four described the goals of community colleges. Two studies reviewed the state of research activities in the community colleges.

Four studies were identified that focused on teaching strategies (Appendix V). These historical reviews were based on deaf education in Canada, community development activities of immigrant women, women's institutes, home economics education, and the workers' theatre.

Eleven studies were identified that focused on the use of media and technology in adult education (Appendix X). One of these provided an assessment of selected hardware and two discussed the use of print resources in distance education programs. Eight addressed the use of communications and information technologies in various contexts within Canada, including university and community colleges.

4.0 CONCLUSION

When compared to their university-based counterparts, non-university researchers appear to be more interested in distance eduction, post-secondary education, vocational education, post-secondary students, native adults, administration policies and practices, student attrition and participation, and the educational uses of technology and media; and less interested in continuing education, adult learners in general, adult learning, continuing education, adult learners in general, adult learning, and the theoretical basis of adult education. These discrepancies can be explained in part by the relative inaccessibility of non-university sources of research.

The interests of non-university sources tend to be highly specialized in selected areas. Government departments, at both provincial and federal levels, and community colleges appear to be extremely interested in post-secondary education, post-secondary students and issues related to student attrition and participation. It is not clear why university-based researchers and universities do not appear to be as interested in the same topics of research.

Institutes of technology and community colleges tend to focus extensively on

vocational educational. It is not clear why they pay less attention than their university counterparts to issues related to continuing education, continuing vocational education, adult learners and adult learning, since most have a large investment in these areas. One recommendation, therefore, would be that non-university researchers should conduct more research these areas.

Finally, non-university researchers could help expand the body of knowledge in adult education if they would do more research on program development and program evaluation. They are in a unique position to describe and assess specific vocational training programs and to communicate these results to other community college educators.

APPENDIX A

CONTINUING EDUCATION/GENERAL ADULT EDUCATION
Non-university Research

Avebury Research and Consulting Limited. (1986) Decade of promise: An assessment of Canadian women's status in education, training and employment, 1976-1985. Toronto, ON: Canadian Congress on Learning Opportunities for Women.

Devereaux, M. S. (1985) One in every five: A survey of adult education in Canada. Ottawa, ON: Statistics Canada, Education, Culture and Tourism Division.

Picot, W. G. (1985) Adult training of short duration: Who offers it and who takes it? Ottawa, ON: Statistics Canada, Research and Analysis Division.

APPENDIX B

POST-SECONDARY/HIGHER EDUCATION
Non-university Research

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APPENDIX V

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Yoro, Carlos A. (1986) Consumerism in second language learning and teaching. Canadian Modern Language Review, v42, n3, p669-687.

APPENDIX W

HISTORY
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Das Gupta, Tania (1986) Learning from our history: Community development by immigrant women in Ontario, 1958-86. Toronto, ON: Cross-Cultural Communication Centre.

Dennison, Carol J. (1987) "Housekeepers of the community": The British Columbia Women's Institutes, 1909-46. In Michael R. Welton (Ed.), Knowledge for the people: The struggle for adult learning in English-speaking Canada, 1828-1973. Toronto, ON: OISE Press.

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APPENDIX X

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Sharon, Donna & Tobin, Judith (1984) New technologies in education in Canada: Issues and concerns. Report to UNESCO from the New Technologies in Canadian Education Study. Toronto, ON: TVOntario.

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ADULT EDUCATION RESEARCH PROJECT

INFORMATION ABOUT FILES ON DISK

ADULT EDUCATION RESEARCH PROJECT

INFORMATION ABOUT FILES ON DISK

Files INVENT* and BIBLIO*

These nine files contain the annotated bibliography. The files are not divided by university or non-university sources:

INVENTA -- authors A and B
INVENTC -- authors C
INVENTD -- authors D, E and F
INVENTG -- authors G, H, I and J
INVENTK -- authors K and L
INVENTM -- authors M, Mc and Mac
INVENTN -- authors N, O, P, Q and R
INVENTS -- authors S
INVENTT -- authors T, U, V, W, Y and Z

Each bibliographic entry is formatted as a series of fields as follows:

^F1^ Name of author
^F2^ Date of publication
^F3^ Title of publication
^F4^ Publication details
^F5^ Annotation or abstract

The primary merge file is FORMAT1.

The nine merged and formatted files are labelled as follows:

BIBLIOA -- merged form of INVENTA
BIBLIOC -- merged form of INVENTC
BIBLIOD -- merged form of INVENTD
BIBLIOG -- merged form of INVENTG
BIBLIOK -- merged form of INVENTK
BIBLIOM -- merged form of INVENTM
BIBLION -- merged form of INVENTN
BIBLIOS -- merged form of INVENTS
BIBLIOT -- merged form of INVENTT

All entries were typed using WordPerfect, version 5.0 on a keyboard modified to produce French characters. The documents must be printed on a printer capable of accepting such characters.

Files UNIV* and NONU*

The bibliographic entries, stripped of their annotation, were divided into files on the basis of university and non-university sources. These entries are arranged into files as follows:

UNIVA -- university-based authors A, B and C
UNIVD -- university-based authors D, E, F, G, H, I and J
UNIVK -- university-based authors K, L, M, N, O, P, Q and R
UNIVS -- university-based authors S, T, U, V, W, Y and Z
NONU -- all non-university based authors

Each entry is formatted as follows:

^F1^ Name of author
^F2^ Date of publication
^F3^ Title of publication
^F4^ Publication details
^F5^ Source of research
Code: 1 = University
2 = Non-university

^F6^ Area of adult education
Code: 1 = Health Education
2 = Distance Education
3 = Trades/Technology Education
4 = Continuing Professional Education
5 = Business Education
6 = Adult Basic Education/Literacy
7 = Continuing/General Adult Education
8 = Language Education
9 = Post-secondary/Higher Education
0 = Other

In the specialized files, Trades/Technology and Business Education were combined as Vocational Education.

^F7^ Type of Learner
Code: 1 = Post-secondary students
2 = Learners in general
3 = Women
4 = Older adults
5 = Native adults
6 = Immigrants
7 = Visible minorities
8 = Students with special needs
9 = Teachers/instructors
0 = Others

In the specialized files, Immigrants and Visible Minorities were combined into one category

^F8^ Selected topics of research

Code: 1 = Teaching
2 = Learning
3 = Theoretical bases
4 = Policy/administration
5 = History
6 = Program development/evaluation
7 = Adult development
8 = Attrition/accessibility/participation
9 = Technology/media
0 = Other

The complete listing of university and non-university entries were formatted using primary file FORMAT2. The merged files are as follows:

PRINTA -- merged form of UNIVA
PRINTD -- merged form of UNIVD
PRINTK -- merged form of UNIVK
PRINTS -- merged form of UNIVS

PRINTNON - merged form of NONU

Specialized Files

Specialized lists were developed with the UNIV* and NONU file, using the SORT and SELECT program and primary merge file FORMAT3. The merged files have an extension of (1) for the university sources and (2) for the non-university sources. The files are labelled as follows:

ABE	Adult Basic Education/Literacy
CPE	Continuing Professional Education
CONTED	Continuing/General Adult Education
DISTED	Distance Education
HEALTH	Health Education
LANGED	Language Education
POSTSEC	Post-secondary/Higher Education
VOCED	Vocational Education
LEARNER	Adult learners in general
MINOR	Visible minorities/immigrants
NATIVE	Native adults
OLDER	Older adults
SPECIAL	Students with special needs
STUDENT	Post-secondary students
TEACHER	Teachers of adults
WOMEN	Women
ACCESS	Attrition/accessibility/participation
DEVELOP	Adult development
HISTORY	History of adult education
LEARNG	Adult learning
MEDIA	Technology/media
POLICY	Policy and administration
PROGRAM	Program development//evaluation
TEACHG	Teaching strategies
THEORY	Theoretical bases of adult education